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ABSTRACT

This monograph is designed to motivate and assist Kentucky vocational teachers in fulfilling their role in achieving sex fair vocational education. Section 1 describes the status of vocational education in Kentucky and the United States. These areas are covered: changing roles of men and women, composition of the labor force, undersupply of qualified workers for nontraditional occupations, enrollment figures, and summary of a sex bias analysis. The focus of section 2 is the vocational teacher's role in sex fair vocational education. Their responsibilities are discussed in terms of (1) diagnosticians who determine where the system/program/courses are now in terms of goals, identify where it/they want to be, and develop and prioritize alternative solutions and (2) strategists who develop, implement, and evaluate strategies to achieve sex fair vocational education. Section 3 presents six strategies and techniques to help teachers promote sex equity in their vocational programs and courses: Departmental Survey, Recruitment Techniques, Teaching/Learning Stretegies, Checklist for Materials Evaluation, Problem Situation Strategies, and Teacher Action Plan. Section 4 summarizes legislation concerning sex fair employment and vocational education. A list of sources for sex equity resource materials is appended. (YLB)

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HOW TO . . . STRATEGIES FOR SEX EQUITY

"The Role of the Vocational Teacher"

by

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Spring 1980

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TABLE OF CONTENTS

Introduction

Status of Vocational Education 1

Role of Vocational Teacher 20

Teacher Strategies for Sex Fair Vocational Education 35

Summaries of Legislation 61

Sources for Sex Equity Resource Materials 69

INTRODUCTION

It is mandated by law that vocational employment and training will be provided to the people of the United States on a sex fair basis. Every person, regardless of sex, has the right to develop individual potential to achieve her or his own creative, emotional and intellectual aspirations. However, statistics and facts concerning the labor market (employment and advancement opportunities, salaries, etc.) and the educational environment (vocational enrollment and graduation figures, male/female faculty representation, etc.) consistently substantiate the fact that discrimination based upon sex still exists in society, in business, and in education.

In the state of Kentucky, a major goal of vocational education is to achieve sex fair vocational education in the 1980s. Toward that end, this monograph has been written to:

1. increase awareness of the need for emphasis upon sex fair vocational education policies and practices.
2. charge vocational teachers with the responsibility for providing leadership in sex fair occupational recruitment, training and placement.
3. suggest strategies for achieving successful sex fair vocational programs and courses.
4. review laws and mandates concerning sex fair vocational training and employment.

Education is an excellent leader for implementing social change. Schools and educators can play a crucial role in initiating talk about sex fair vocational education and employment, increasing awareness of the issues and problems, providing the means to develop knowledge and skills, facilitating an understanding of the intent of the state and federal legislation promoting educational equity for all students. This monograph is designed to motivate and assist vocational teachers in fulfilling this role in their particular school communities.

STATUS OF VOCATIONAL EDUCATION

Vocational education is secondary, adult, and two-year post-secondary level instruction is recognized occupations--agriculture, health, consumer/occupational home economics, business/office, distribution, technical, and trade/industrial programs and courses. As of 1978, over 60% of high school students were enrolled in vocational programs in the United States. In the state of Kentucky, approximately 67% of high school students were enrolled in vocational programs.

Secondary/Vocational Enrollments*

1978-79

Group	Total Secondary	Vocational Secondary	Percent of Total
**Nation	15,455,000	10,037,560	64.94%
Kentucky	272,562	184,087	67.53%

*Department of Health, Education, and Welfare--Office of Education

**Estimated

These statistics support the fact that vocational education is big business. And, this can be attributed to labor market needs in the United States. Federal and state laws require that vocational education students be prepared for the occupations that are in demand in the labor market.

Social and Economics Environment

The United States has changed from an agricultural society to an industrial and technical one. As this change has occurred, the roles of men and of women have changed in at least seven ways.

1. An increasing number of women are entering the paid work force. Approximately 60% of all women between the ages of 18 and 65 work outside the home, and they make up about 50% of the total labor force.

2. Women are increasing their years of formal education. As of 1979, they equal men in completing an average of nearly eleven years of school.

And, in undergraduate collegiate education, women make up about half of the student enrollment.

3. Women are having fewer children. The birthrate and size of families in the United States has been steadily declining.

4. More women are joining the ranks of men as heads of households. Changing economic opportunities, changing viewpoints of marriage, increasing divorce rates, and increasing numbers of single adults have increased the numbers of females who head households.

5. Men have less responsibility for the full financial support of the family. The rising cost of living and the increasing desire of women to work have caused men to more readily accept shared financial responsibilities.

6. Men are assuming more responsibility for household work and for child care. As a single parent or as a partner in a two-career family, men are beginning to disregard role stereotypes.

7. Men and women are beginning to enter nontraditional occupations. Technological advancements constantly create new jobs and drastically change existing ones. Technology now makes it possible for both men and women to be trained and employed for practically every type of work.

In addition to these social changes in the United States, an evolution has also occurred in the legal concepts of justice and of discrimination. Laws in the 1960s and in the 1970s have defined discrimination, structured guidelines for equal opportunity, and have identified sex fair employment and educational requirements. A summary of these laws is presented in a section of this monograph.

The legal system in the United States is committed to the support of equal opportunities for males and for females in all facets of the social and economic environment. And, of course, the evolution in the legal

principles related to discrimination and to equal opportunities has and will continue to affect employment and educational environments. Not only must businesses and educational institutions follow equal opportunity guidelines but they must also achieve a certain representation of males, females, and minorities in their numbers of workers and of students.

Employment Picture

As of 1978, 49 million women (52 percent) and 45 million men (48 percent) comprised the work force in the United States. In terms of labor market needs and employment growth, total employment in the United States is expected to increase by 20 percent in the years between 1978 and 1990.[1]

Employment by occupation in 1978 and predictions for employment by occupation for 1990 are shown in Table I. The number of white-collar workers is expected to increase by 24 percent between 1978 and 1990--from 47.2 million to 58.3 million. The number of service workers is also expected to increase about 30 percent--from 12.8 million to 16.7 million. Blue-collar workers are expected to increase by 16 percent--from 31.5 million in 1978 to 36.6 million in 1990.[2]

In addition to filling the need for more workers in particular occupations between 1978 and 1990, businesses are also concerned about the balance of males and females in the supply of qualified workers. Because of equal opportunity legislation on both national and state levels, labor supply needs have to be met on the basis of equal opportunity employment. Employment figures have to show sex fair recruitment and employment. This means that employment needs in the 1980s will involve increased emphasis on recruitment of men and women into nontraditional vocational occupations.

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[1]Bureau of Labor Statistics, U. S. Department of Labor.

[2]Division of Occupational Outlook, Bureau of Labor Statistics.

TABLE I

EMPLOYMENT GROWTH — 1978-1990*

	TOTAL EMPLOYMENT IN 1978	TOTAL OPENINGS EACH YEAR	NEW OPENINGS EACH YEAR	REPLACEMENT OPENINGS EACH YEAR	%INCREASE 1978-90
BLUE-COLLAR WORKERS	**31,531,000**	**1,350,000**	**425,000**	**925,000**	**16.1**
ASSEMBLERS	1,164,000	77,000	42,000	35,000	43.0
AUTO MECHANICS	860,000	37,000	16,000	21,000	22.7
BLUE-COLLAR SUPERVISORS	1,671,000	69,000	21,000	48,000	16.0
BUSINESS MACHINE REPAIRERS	63,000	4,200	2,950	1,250	56.0
CARPENTERS	1,253,000	58,000	11,000	47,000	10.9
CONSTRUCTION LABORERS	860,000	49,000	10,000	39,000	12.8
CONSTRUCTION MACHINE OPERATORS	581,000	36,000	19,900	16,100	41.4
COMPUTER SERVICE TECHNICIANS	63,000	5,400	4,800	600	92.5
INDUSTRIAL MACHINERY REPAIRERS	655,000	58,000	36,000	22,000	66.0
LOCAL TRUCK DRIVERS	1,720,000	64,000	26,000	38,000	18.4
LONG-DISTANCE TRUCK DRIVERS	584,000	21,500	8,700	12,800	18.0
MAINTENANCE ELECTRICIANS	300,000	15,500	7,000	8,500	28.3
MANUFACTURING INSPECTORS	771,000	35,000	11,500	23,500	18.0
PAINTERS	504,000	27,500	6,200	21,300	13.5
PLUMBERS AND PIPEFITTERS	428,000	20,000	7,000	13,000	19.9
WELDERS	679,000	35,000	19,000	16,000	33.6
OTHERS	19,375,000	737,900	175,950	561,950	27.9
WHITE-COLLAR WORKERS	**47,205,000**	**3,067,000**	**933,000**	**2,133,000**	**33.6**
BANK CLERKS	505,000	45,000	21,000	24,000	50.5
BOOKKEEPERS	1,830,000	96,000	18,000	78,000	11.8
CASHIERS	1,400,000	119,000	58,500	60,500	49.7
CLAIM REPRESENTATIVES	189,000	10,250	5,600	4,650	40.5
INSURANCE AGENTS	568,000	30,000	9,500	20,500	20.0
RETAIL TRADE SALES	2,851,000	226,000	78,000	148,000	32.8
SECRETARIES	3,684,000	305,000	138,000	167,000	45.4
TEACHERS' AIDES	342,000	25,500	14,800	10,700	51.8
TYPISTS	1,044,000	59,000	17,000	42,000	19.4
OTHERS	34,812,000	2,151,250	572,600	1,577,650	19.7
SERVICE WORKERS	**13,839,000**	**1,017,000**	**317,000**	**700,000**	**39.9**
BARTENDERS	282,000	21,600	7,300	14,300	30.9
BUILDING CUSTODIANS	2,251,000	176,000	38,000	138,000	20.1
COOKS & CHEFS	1,186,000	86,000	31,000	55,000	31.9
CORRECTION OFFICERS	110,000	13,000	3,500	9,500	38.9
DINING-ROOM ATTENDANTS AND DISHWASHERS	455,000	37,000	24,000	13,000	62.8
FOOD-COUNTER WORKERS	463,000	34,000	15,000	19,000	39.9
GUARDS	550,000	70,000	20,000	50,000	50.0
LICENSED PRACTICAL NURSES	318,000	60,000	26,000	34,000	62.2
NURSING AIDES, ORDERLIES AND ATTENDANTS	1,037,000	94,000	45,000	49,000	52.0
WAITERS AND WAITRESSES	1,383,000	70,000	21,000	49,000	18.2
OTHERS	4,604,000	355,400	86,200	269,200	22.7
FARM WORKERS	**2,798,000**	**106,000**	**-33,000**	**143,000**	**-15.9**
TOTAL	**94,373,000**	**5,533,000**	**1,633,000**	**3,900,000**	**30.8**

*Adapted from data provided by Division of Occupational Outlook, Bureau of Labor Statistics.

As of 1978, nearly 70 percent of working women and nearly 70 percent of working men are employed in three occupational groups.

Women	Men
Clerical	Managers and Administrators
Service	Professional/Technical
Operatives	Craft/Kindred Workers

Statistics concerning the composition of the labor force seem to indicate that there is an undersupply of qualified men and women to enter nontraditional occupations. Occupational sex segregation has been characteristic of the labor market for many years in the United States. Sex segregation, a very large number of one sex filling particular kinds of jobs, hurts both men and women as it closes off occupations in which they might be extremely productive. Such segregation also has a tendency to trap women into typically low-paying, low-status jobs. This tendency is due largely to the reluctance of employers to overlook the traditional myths about female workers.

According to the most recent Bureau of Labor Statistics, people are just beginning to make enroads into nontraditional occupations. For example, the number of women in blue-collar jobs has almost doubled since 1970. They have entered many blue-collar fields that have been previously male exclusives. Heading the list for their numbers are:

131,140 bus drivers	6,000 butchers
50,000 punch-press operators	14,000 printing-press operators
41,000 animal caretakers	10,600 brick masons/stone masons
	5,700 auto mechanics[3]

Men are also beginning to cross nontraditional occupational lines. Their numbers are increasing in clerical, secretarial positions, and health care occupations. Table II.

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[3]Muriel Lederer, BLUE COLLAR JOBS FOR WOMEN (N.Y.: E. P. Dutton, 1979), pp. 4-5.

TABLE II

EMPLOYMENT BY OCCUPATIONAL GROUP, RACE AND SEX--1978*

(In Thousands)

Groups	Total Employed	Percent Female	Male
All Occupations	94,373	52.4	47.6
Professional & Technical	14,245	51.4	48.6
Managers & Administrators	10,105	28.4	71.6
Sales Workers	5,951	49.8	50.2
Clerical Workers	16,904	99.1	.9
Craft & Kindred Workers	12,386	18.7	81.3
Operatives	10,875	54.7	45.3
Transport Equipment	3,541	22.2	77.8
Nonfarm Laborers	4,729	28.8	71.9
Farm Laborers & Supervisors	1,318	32.0	68.0
Service Workers	11,677	77.6	22.4
Private Household	1,162	97.7	2.3

*Statistical Abstract of the United States. (Washington, D. C.: U. S. Government Printing Office, 1979), pp. 416-418.

The undersupply of qualified workers for nontraditional occupations is explained on the basis of such factors as the following:

1. Career counseling which follows traditional career paths for either males or females.
2. Ineffective career orientation information. People are not aware of job opportunities in particular fields for both male and female workers.
3. Apprenticeship training programs which have previously limited participation to one sex.
4. Attitude beliefs that there are jobs that should be performed by only one sex, that women are less competent than men, that woman's place is in the home with the children.
5. Low wages associated with traditional female occupations.
6. Limited educational program options in traditional female occupations.
7. Extensive educational program options in traditional male occupational programs.
8. Exclusive enrollment by a particular sex in particular vocational programs.
9. Traditional concentration of female students in three areas of vocational education--home economics, health, office work.
10. Traditional concentration of male students in three areas of vocational education--agriculture, technical, trade/industrial.
11. Physical isolation of classes--female course work in one building; male course work in another building.
12. Insufficient numbers and visibility of nontraditional role models. Vocational education staff are sex segregated. Nearly 100 percent of agriculture teachers, about 97 percent of technical education teachers, and over 85 percent of trade/industry teachers are men. Over 95 percent of home economics teachers, about 85 percent of health occupation teachers, and over 70 percent of office/business teachers are women.

There are many reasons for the undersupply of qualified nontraditional workers in vocational occupations; however, this undersupply problem has to be solved in order to meet labor supply needs for the 1980s. The Labor Department requires companies with federal contracts of $10,000 or more to meet specific goals for hiring nontraditional workers in craft jobs--carpentry, electricity, plumbing, etc. Women, for example, must make up 3.1 percent of the

work crews in each craft as of 1979, 5 percent by 1980, and 6.9 percent by 1981. The department has also ordered companies and unions that run federally registered apprenticeship programs in these crafts to enroll women at a rate equal to half their percentage of the general work force in any area, or about 20 percent for most entering classes.

The employability of people with vocational skills and the greater emphasis on nontraditional employees makes it necessary for educational administrators to recruit and to train nontraditional vocational students at the secondary level of education.

Vocational Enrollments

Secondary vocational enrollment figures for 1978 for the nation and for Kentucky are shown on page 1. Total vocational enrollments for the state of Kentucky--secondary, adult, and two-year levels of education are shown in Table III. Enrollments in Kentucky's vocational programs have increased 81.99 percent over an eight-year period.

Table III
Total Vocational Enrollments
for Kentucky*

1971 - 1978

Year	No.	% of Change
1971	145,324	
1974	194,123	33.58
1975	227,870	17.39
1976	241,458	5.96
1977	264,480	3.91
1978	292,546	10.61

*Occupational Information Unit, Bureau of Vocational Education, Kentucky Department of Education.

On a national level, enrollments in secondary vocational education have increased in a seven-year period. And, as is shown in Table IV in the state of Kentucky, enrollments in secondary vocational education have increased by 109 percent over an eight-year period.

Table IV

Secondary Vocational Enrollments

1971 - 1978

Years	Nation	% of Change	Kentucky	% of Change
1971	6,487,446		87,872	
1974	8,387,026	29.28	119,260	35.72
1975	8,494,808	1.28	138,804	16.39
1976	8,856,278	4.26	156,616	12.83
1977	9,555,005	7.88	168,990	7.90
1978	----	----	184,087	8.93

*Occupational Information Unit, Bureau of Vocational Education, Kentucky Department of Education

From 1971 to 1978, vocational enrollments in the state of Kentucky have been distributed among the eight major vocational programs shown in Table V on page 11. Enrollments in six programs have been increasing, with the health programs showing the highest percentage of increase in enrollment.

As of 1978, the distribution of males and females in vocational education enrollments in eight major vocational programs across the nation and in the state of Kentucky are presented in Table VI on page 12. All eight programs show an increase in total enrollment and an increase in the enrollments for both male and female groups.

In the distribution differences between males and females, on a national level and on a state level (Kentucky), males are concentrated in agriculture, technical and trade industrial vocational programs. Females, on the other hand,

are concentrated in home economics, health, and office vocational programs. Over 75 percent of the enrollments in all programs except distributive education are representative of one particular sex.

The distribution differences between males and females in vocational education programs correlates with the composition of the labor market

--dominance of females in traditionally female occupations.
--dominance of females in traditionally female vocational programs.

--dominance of males in traditionally male occupations.
--dominance of males in traditionally male vocational programs.

--vocational occupation hiring practices and worker attitudes encourage dominance of traditional work types.
--vocational education program recruitment practices and leadership attitudes encourage dominance of traditional student types.

There is a definite correlation between equal educational opportunities and equal participation in the job market. Therefore, myths, stereotypes, customs/mores have to be reoriented to gear up for the accomplishment of vocational education's responsibilities in the 1980s--(1) sufficient numbers of qualified vocational graduates and (2) sufficient numbers of qualified non-traditional vocational graduates.

To date, enrollments in vocational education programs are increasing, and that is evidence of education's knowledge of the need to meet labor market supply needs. This pattern of growth is expected to continue in the 1980s; and the quality and quantity of educational leadership, instructional expertise, supplies, equipment, and facilities, will have to be provided and maintained in order to make the vocational programs attractive to all vocationally interested students.

Sex Bias Analysis

A study by Richardson, Davis, and Ehresman entitled "An Analysis of Sex-Role Stereotyping and Sex Bias in Secondary Vocational Education in Kentucky" was submitted to Kentucky's Bureau of Vocational Education in September 1979.

TABLE V

KENTUCKY VOCATIONAL ENROLLMENTS*

1971 - 1978

Program	1971	1974	1975	1976	1977	1978	% Increase from 71-78
Agriculture	19,316	21,812	22,104	22,135	23,692	22,295	15.42
Distribution				12,233	13,129	12,432	4.09
Health	2,508	5,163	5,608	4,987	5,344	7,650	205.02
Consumer (HE)	49,539	64,458	79,435	90,502	81,785	78,422	58.30
Occupational (HE)	1,666	3,209	2,907	3,246	3,447	3,326	99.63
Office	19,713	26,186	31,290	32,812	34,279	30,870	56.58
Technical	1,143	1,150	1,241	1,023	989	605	-----
Trade/Industrial	35,977	31,668	36,130	34,049	41,647	35,170	-----

*Occupational Information Unit, Bureau of Vocational Education, Kentucky Department of Education

Table VI

Vocational Education Enrollments

1978

Program	Nation	Males	Females	Kentucky	Males	Females
Agriculture	1,600,542	1,426,718 (82.8%)	173,824 (17.2%)	22,295	19,337 (90.8%)	2,039 (9.2%)
Distribution	962,009	430,271 (48.5%)	495,738 (51.5%)	12,432	4,687 (37.7%)	7,745 (62.3%)
Health	758,808	167,004 (22.1%)	591,764 (77.9%)	7,650	1,016 (13.3%)	6,634 (86.7%)
Home Economics	3,659,441	713,340 (19.5%)	2,946,101 (80.5%)	81,748	16,287 (20.0%)	65,461 (80.0%)
Office	3,312,475	806,107 (24.4%)	2,506,368 (75.6%)	30,870	4,089 (13.2%)	26,781 (86.8%)
Technical	527,681	434,680 (82.4%)	93,001 (17.6%)	605	536 (89.6%)	69 (11.4%)
Trade/Industrial	3,402,722	2,875,580 (84.6%)	527,142 (15.4%)	35,170	32,449 (92.3%)	2,721 (7.7%)

*Occupational Information Unit, Bureau of Vocational Education, Kentucky Department of Education.

The objectives of this research were to

1. assess the extent that sex bias exists in Kentucky Secondary vocational schools.

2. identify factors contributing to the enrollment and problems/barriers that nontraditional vocational students encountered upon enrollment in vocational programs.

3. determine the effects of socioeconomic status, attitudes toward education, and culture of the geographic area upon enrollment in nontraditional vocational programs.

4. provide basic recommendations for a model to use in vocational education to aid in eliminating sex stereotyping and sex bias.

5. compile a sex fair comprehensive bibliography of vocational education materials.

To meet the objectives of this study, information was obtained through an opinion survey and through interview guides with both traditional and nontraditional vocational students and their parents. Included in this study were 1,002 respondents--448 males and 534 females. The study was designed to give information regarding the following factors about vocational students:

Admission to vocational course

Treatment in vocational course

Encouragement/discouragement by significant others

Performance in vocational courses

Completion of vocational courses

Future barriers/benefits in careers

Working (learning) in a nontraditional environment

Knowledge of career opportunities

Beliefs about traditional sex roles

Legal nondiscriminatory practices

This study reflects the following feelings of traditional and nontraditional vocational students in Kentucky.

Nontraditional Students	Traditional Students
1. 86.7 percent stated that their vocational teacher expected males and females to learn the same skills.	1. 100 percent perceived that their vocational teacher expected males and females to learn the same skills.
2. 79.6 percent stated that their vocational teacher treated males and females in the same way in vocational classrooms.	2. 82.1 percent believed that their vocational teacher treated males and females the same way in vocational classrooms.
3. 94.5 percent stated that pictures of only one sex in their learning materials made no difference to them.	3. 96.4 percent revealed that pictures of only one sex in their learning materials did not make a difference to them.
4. 94.4 percent stated that they were as comfortable in this class as in their other classes.	4. 78.6 felt that both males and females were comfortable in their vocational classes.
5. Only 29.6 percent indicated they received encouragement from their counselor to enter their vocational class; 70.5 percent revealed they received no counselor encouragement.	5. 89.3 percent believed that their counselor would encourage both males and females to enter their particular vocational classes.
6. 83.3 percent stated that they worked as hard in this vocational class as they did in other classes.	6. 92.9 percent believed that their counselor would inform a male or female about the types of skills and learning activities that occur in a particular vocational class before they enroll.
7. 51.8 percent stated that they were adequately equipped with a skill for employment; 48.22 percent stated that they were not.	7. 89.3 percent believed that a male or female would have a skill adequate for getting a job when they completed their training.
8. 61.1 percent of the nontraditional students acknowledged that their teacher had made them aware of difficulties concerning getting a job.	8. 89.3 percent believed that a male or female leaving a vocational class would be aware of difficulties in getting a job in a particular field because of their sex.
9. 57.4 percent stated felt their school had worked hard to make their school/community aware of sex bias, while 42.5 percent stated their school had done nothing.	9. 57.1 percent stated that their school had made an effort to create awareness of sex bias; 46.9 percent indicated that their school had not made any effort.

Based on information from vocational principals, counselors, teachers, traditional students--and their parents, nontraditional students--and their parents, the following conclusions from the sex bias study in secondary vocational education are important to the analysis of the status of vocational education in the state of Kentucky.

1. All eight groups had an overall positive opinion that vocational teachers exhibited sex fair behavior and sex fair treatment of nontraditional vocational students.

2. Vocational principals, counselors and teachers had a positive belief that counselors exhibited sex fair behavior and sex fair treatment of nontraditional students.

3. Traditional students and their parents and nontraditional students and their parents were uncertain about counselor's behavior and treatment of nontraditional vocational students.

4. Only principals and counselors had a positive opinion that principals exhibited sex fair behavior and sex fair treatment of nontraditional vocational students.

5. Vocational teachers, traditional students and their parents, and nontraditional students and their parents were undecided concerning the overall sex fair behavior of principals.

6. All groups believed that the family and friends treated vocational students enrolled in a nontraditional program in a sex fair way.

7. Principals, counselors, and vocational teachers agreed that vocational teachers were attempting to eliminate sex bias.

8. Traditional students and their parents were undecided about whether teachers were attempting to eliminate sex bias.

9. Principals, counselors, and vocational teachers agreed that vocational students believed their school should support the elimination of sex bias.

10. Traditional students and their parents and nontraditional students and their parents were undecided about whether teachers were attempting to eliminate sex bias in career counseling.

11. Principals, counselors, and vocational teachers agreed that counselors have tried to eliminate sex bias in career counseling--traditional and nontraditional students and their parents were undecided about whether the counselor had tried to eliminate sex bias in career counseling.

12. Principals agreed that principals have interpreted the need to eliminate sex bias to the community--vocational teachers, counselors, both student groups,

and both parent groups were undecided about whether the principals had interpreted the need to eliminate sex bias to the community.

13. Both student groups and their parents believed that schools were moderately contributing to the enrollment of nontraditional students.

14. Both student groups and their parents had a moderately high attitude toward vocational education.

15. The three major barriers to nontraditional enrollment were:

    a. Teachers, nontraditional students and traditional students believed comparisons were being made by vocational teachers between performance skills of male and female students.

    b. Nontraditional and traditional students believed nontraditional vocational enrollees were uncomfortable in class.

    c. Parents of traditional students felt some vocational courses were more appropriate for one sex than the other sex.

16. Seven major problem areas were identified as reasons for low enrollments of nontraditional students in vocational courses.

    a. Teachers did not adequately explain possible problems/barriers to students seeking nontraditional jobs.

    b. Teachers did not encourage all students to notify them if a nontraditional student received unfair treatment.

    c. Counselors did not emphasize higher salaries and job benefits to be obtained in jobs that have been traditionally for men only.

    d. Counselors have not counseled with parents of nontraditional students.

    e. Principals did discriminate in the use of equipment and restroom facilities for either sex.

    f. Principals have not conducted sex bias awareness training for school personnel.

    g. Families of nontraditional students did not demonstrate interest and support for the vocational school by personal contacts with the school.

17. A large majority of nontraditional student interviewees felt that counselors provided no encouragement toward their enrollment in nontraditional vocational classes.

18. Traditional/nontraditional student interviewees felt that the following persons were the most important or influential upon their choice of vocational course: (a) the student--himself/herself, (b) their mother, (c) a vocational teacher, and (d) their father.

19. The majority of nontraditional students who were interviewed acknowledged that their teacher made them aware of difficulties concerning getting a job.

As this study indicates, there is still considerable work to be done in providing sex fair secondary vocational education in the state of Kentucky. Community and parent awareness and support needs to be developed; and considerable work needs to be done with all vocational students concerning their legal rights, career opportunities and work being done by the school to eliminate sex bias. Inservice training for counselors and teachers also needs to be provided concerning career opportunities for nontraditional students and the legislative importance of encouraging the enrollment of nontraditional vocational students.

Implications

The status of vocational education is greatly affected by the social changes in the society, by labor supply needs, by current legislation, by enrollment statistics, and by school policies and procedures.

Social changes in society have important implications for career planning in vocational education. Young men and women in educational programs today must be aware of current trends. Young women will probably work for pay outside the home for many years--married or not; they may have to totally support themselves and/or their family; and, they are more likely than men to earn low wages if they do not carefully analyze and prepare for an occupation. Young men will probably find that their spouse may have to or want to work for pay outside the home; they will more than likely have to assume all or share household responsibilities; and they will probably be able to take more career risks and/or to enter nontraditional career roles as stereotypes change.

Future workers can assume nearly any work role if they have the training, ability and experience for the opportunity. Traditional ideals about work, leadership, and social roles are no longer realistic and are changing. Today's

students have a right to receive fair consideration and treatment in educational programs and in employment environments.

These social changes also mean that vocational educators have to work for sex equity in their recruitment and in their teaching and also offer information and assistance to all vocational students. They have to be able to move from general to specific--from a knowledge of the fact that sex equity is needed to concrete changes in behavior that will promote sex equity. Policies, curriculum guides, system-wide programs, teaching practices, etc., must reflect social changes.

Labor supply needs have to be met with qualified workers who include a certain number of nontraditional types of workers. With increasing efforts away from role stereotyping, both men and women should be able to enter career programs in any occupation for which they have the talent and interest.

Career counseling must make students aware of employment predictions so that students who are capable of entering nontraditional occupations can make their career choice based on all possible alternatives. For example, job opportunities for female bulldozer operators are very good.

Educational programs have to be offered to prepare vocational students for entry-level positions in various occupations. And, programs have to be in alignment with employment needs for the growing occupations.

Current legislation mandates that vocational education be provided on a sex fair, equal opportunity basis to all students. Adherence to such laws must be taken seriously if quality educational programs are to be provided for all students and if national/local funding is to continue. Administrative leadership, counseling, recruitment, and teaching practices must reflect legislative guidelines; and, theoretically, legislative guidelines are established for vocational institutions so that the appropriate number and mix

of future workers can be supplied.

As of 1979, vocational education programs in Kentucky have only scratched the surface in their goal to achieve sex fair educational opportunities and programs. Enrollment statistics and current research information from vocational principals, teachers, counselors, students and parents indicate that there is still a lot of work to be done in this area. It is evident that sex bias attitudes still exist in secondary high schools, area and state vocational/technical schools.

THE VOCATIONAL TEACHER'S ROLE IN SEX FAIR EDUCATION

To some extent, occupational sex segregation has been caused by discriminatory labor market practices--practices which are slowly being destroyed by legal and social pressures. There is a relationship between the occupational patterns of women and men and their education experiences; therefore, sex segregation in today's vocational education programs and courses can be explained to some extent by practices in the labor market. Sex segregation in occupational training can also be explained by psychological and social influences and by institutional policies and procedures--sex differentiated admission standards, sex differentiated counseling, sex differentiated behavior expectations, etc.

Historically, vocational education prepared students for jobs which existed in the labor market. For boys this included a broad range of entry-level jobs and apprenticeships in a variety of different fields. For girls, however, this included a smaller range of jobs in mostly low-paying clerical and service fields.

As a result of legal and social pressures, today's labor market demands both traditional and nontraditional workers. As a result of realistic assessments of future needs of today's boys and girls, students need to be prepared for all of their future roles--to meet their future economic needs as well as to manage their own households. Because vocational education programs function as a direct link between education, the world of work, and the personal world of the individual, changes in the labor market and in society necessitate changes in education.

Education is an excellent agent for implementing social change. By the time a student graduates from high school, he or she has spent well over 10,000 hours in the classroom. The knowledge and values brought by the student to the school will either be reinforced or discouraged during the process of becoming an educated person.

The acknowledged goals of education are to put all students in complete possession of their abilities and talents, to develop these to their fullest potential, and to instill in them a recognition of the dignity and worth of each individual. The value of individuality and self-fulfillment do not imply that there must be an equal number of men and women in each role, but that there should be equal opportunity among all people regardless of sex.

Vocational teachers are in a key position to change the unequal distribution that continues to exist in male/female enrollments in programs and courses--to encourage all students to pursue skills so that they will have more occupational alternatives when they enter the working world. Limited educational opportunities for either women or men fosters unskilled adults who cannot support themselves or their families and who are unfulfilled or underdeveloped in maximizing their potential. As it stands now, even having alternatives will not necessarily make the change process an easy one; but the more education and training a person has, the better his/her employment, earning power and promotional opportunities.

Vocational teachers are at a critical juncture between school and work. They recruit students, provide them with the knowledge and skills needed for successful job entry, and place students in their first jobs. Within education, their unique responsibility is to present the utilitarian purposes of education and to meet society's economic needs.

In terms of sex fair vocational education, just what can vocational teachers do to achieve that ultimate goal in recruitment, training, and placement? Vocational teachers have the responsibility and the means to serve as diagnosticians, strategists, and network liaisons.

Diagnosticians

Vocational teachers by nature of their role in preparing training programs to meet the needs of labor have constant contact with employers. Educators are

in an excellent position to be aware of the pressures upon employers in various occupational fields to hire, keep and promote nontraditional workers. Teachers also have insights into problems that both traditional and nontraditional workers have in surviving and advancing in particular occupations.

In recruiting, training, and placing students, educators can become very much aware of the kinds of counseling and training students must have in order to take advantage of sex fair vocational training. The natural bases of information make it possible for vocational educators to fulfill a diagnostic role in work toward the goals of sex fair vocational education.

A diagnostician is one who practices the art of analyzing the cause or nature of a condition, situation or a problem. Serving as a diagnostician concerning sex fair vocational education means that a vocational teacher has valuable input concerning three major steps in problem solving:

Step 1: Determining where the system/program/courses are now in terms of the goals

Step 2: Identifying where the system/program/courses wants to be

Step 3: Developing and prioritizing alternative solutions

Determining Where You are Now. Sex fair vocational training is mandated by law--state and federal. Because this is a mandated goal, many schools begin their planned program of change with what they generally think the system/program/course needs; accurate factual in-depth analysis is not done. And, unfortunately, many planned changes are implemented based on symptoms rather than problems which have been fostered by narrow vision, social isolation, etc.

As a vocational teacher it is important to be sure that an objective needs assessment is conducted and that your base of information for the diagnosis is included in the report. The application of a sincere needs assessment may reveal data which is distasteful to face but essential if the ultimate goal is to be reached. It may also reveal some very important positive information for some

programs or courses which makes it totally unnecessary for them to be involved in various techniques or activities to achieve the overall goal in other than a supportive role.

Vocational education programs in the state of Kentucky are required to have on file evaluations of their programs in terms of equal opportunity education. Included in that report should be information from your program concerning sex fair recruitment, training and placement techniques. If you do not have on file a formal written evaluation of your program in terms of sex fair occupational training, then by all means prepare such an evaluation. A suggested evaluation form is included in Section III of this monograph. This kind of analysis should involve all members of the vocational program and should be on file in your administrator's office.

In addition to the analysis of the facets of the vocational education program in terms of sex fair vocational training, it is necessary to have an accurate report from the labor market concerning its goals and needs in terms of non-traditional employees for the next five- to ten-year period. This kind of information should be part of the annual survey of the occupational field which is developed, mailed and analyzed by the vocational teachers in each occupational area.

Identifying Where You Want to Be. Based on accurate information about the present system/program/courses, it is possible to factually state the various problems that exist in efforts to achieve the overall goal of providing sex fair vocational education. Problems with facilities, enrollments, teaching techniques, attrition, etc., can be quickly identified and converted into statements which specify expected results. Such a report is not concerned with placing blame or putting particular people on the defensive; it is concerned with identifying those aspects of the program/courses that must be adjusted, developed, or refined

in order to achieve the overall goal.

The vocational teacher is a valuable resource in taking the data from the program analysis and analyzing it in terms of the overall goal. Familiarity with all facets of the program make it possible to quickly and effectively interpret the data.

Developing/Prioritizing Alternative Solutions. Based on their knowledge of the occupational field, of the educational program and facilities, and of the vocational students, vocational teachers should have valuable input concerning those elements that might be realistic solutions to the problem areas. All possible alternatives should be listed, evaluated, and prioritized in terms of existing resources--money, time, personnel and in terms of guidelines and timelines mandated by the Bureau of Vocational Education.

Ideas for possible alternatives should be obtained not only from brainstorming with vocational educators in the program or system but also from such sources as the state coordinator for sex equity; state coordinator for the occupational field, Bureau of Vocational Education; YWCA; NOW and other community organizations.

Strategists

A strategist is a person who is skilled in the science and art of devising and implementing plans to achieve a goal. Who would know best how to identify resources/constraints and recommend specific strategies to implement particular changes than the vocational teachers who work with the program, courses and students every day.

To develop, implement, and evaluate strategies to achieve sex fair vocational education, vocational teachers can be particularly helpful in developing and/or refining strategies in three primary areas of the vocational program--recruitment, teaching/learning techniques, and placement.

Recruitment. In an ideal educational situation, men and women would be objectively appraising their personal interests, aptitudes, abilities, and aspirations relative to all occupations in our economy and basing career decisions on criteria that do not include concepts of traditionalism and nontraditionalism. Unfortunately, today's education system is not ideal, and student career decision making is less than objective.

The positions of women and men in the labor market are clearly reflected in the positions of male and female students in vocational education programs. As pointed out in Section I of this monograph, only one vocational area--distributive education--approaches balanced enrollment of females and males. And, the fact remains that even though men are moving into the general vocational areas dominated by women, they are not necessarily moving into the traditionally female dominated occupational fields within any of these areas.

In the traditional sense of the word, recruiting implies activities which focus on the immediate acquisition of people for an organization or a job--intensive, short-term efforts aimed at convincing large numbers of individuals to join a particular group or organization. This traditional concept of recruiting is inadequate and unappropriate for recruitment of nontraditional students in vocational programs. Why? Because traditional recruitment practices base their appeals on traditional tendencies of people to consider the group or organization; the appeals involve reinforcement of positive images which people already have. Recruitment for nontraditional occupations must go far beyond these traditional recruitment concepts and practices because of the lack of a historical base upon which to base practices and policies.

Recruitment for nontraditional occupations must involve all vocational educators--administrators, counselors, and teachers; it cannot be vested in one person or one office. The recruitment effort must be a planned process that extends over several years and that brings in the elementary grades. Information

in early educational years provides the essential groundwork for vocational choices that students may be making at the secondary levels of education.

Recruiting for nontraditional programs also includes more than simply eliciting a decision from a student concerning enrollment in a nontraditional vocational education program. It actually involves the provision of a range of information and activities on which a sound decision can be based. This means current facts about present and future employment opportunities, salaries, and advancement for males and for females; information about training and graduation facilities, programs, and requirements; and information concerning job-related and occupational-training related problems.

Vocational teachers in particular can serve as direct and indirect resources in recruitment efforts for nontraditional programs. The direct involvement may be in the form of working with students, arranging for resource persons to work with students, designing orientation information for elementary students, etc. Indirect involvement may be in the form of an advocacy role in encouraging elementary and junior high teachers/counselors/administrators to help all students visualize the full range of occupational fields open to them.

If all students at the elementary and junior high levels are not helped to acquire a sense of personal freedom to pursue any occupational field of interest, the task of recruiting for nontraditional vocational programs at the senior high level will be very difficult. That's why vocational teachers have what might be termed a vested interest in the quality and quantity of information and activities provided to students during these early of schooling.

Specific strategies for recruitment for nontraditional occupations are suggested in Section III of this monograph. They are by no means all inclusive but may serve as food for thought as vocational teachers brainstorm about alternative strategies.

Teaching/Learning Activities. Teachers have daily contact with their students and serve them as counselors, role models, instructors, and as a liaison between the education and the occupational environments. In fulfilling these many roles, vocational teachers must promote sex fair occupational education by doing the following:

1. Knowing what research says regarding sex discrimination in the labor market and in education. Research indicates that teacher beliefs and expectations can influence the achievement levels of their students. When teachers act upon long held beliefs about sex differences which research has shown to be myths, they may reduce the potential achievement of nontraditional students.
2. Examining personal attitudes and actions in the classroom. Teachers must be careful that their language, actions, discipline, etc., are perceived as equal treatment for all students and as being non-sex biased. Even though a vocational teacher finds it difficult to eliminate personal biases concerning males/females in various occupations, personal behavior in the classroom and in the educational environment can be modified to support what has been mandated as a goal for all vocational education in Kentucky--the provision of sex fair vocational education.
3. Reviewing all resource materials--printed and non-printed--in terms of sexual discrimination. Knowing of sexual discrimination in resource materials helps the teacher make effective plans for using those materials in a nonbiased way. Knowledge of the degree of sexual discrimination in resource materials also makes it possible for educators to put pressure upon publishers to produce sex fair content and illustrations in all vocational materials.

4. Using outside resources--trade unions, women's groups, former students, parents, and employers--to provide information about occupations and traditional and nontraditional workers. These kinds of resources can serve as role models as well as sources for realistic information about women, men, and the world of work. Specific areas where knowledge is needed include facts about women's employment, the arbitrary division of jobs along sex roles, the salary differential, knowledge of discrimination, and the laws that exist to remedy it, the economic necessity for women to work, and the multiple problems that minority women and men encounter in nontraditional occupations.
5. Encouraging student organizations to have programs, discussions, and projects which will increase students' awareness of career possibilities and existing conditions in the particular fields--such as median salaries, opportunities for advancement, sex discrimination in certain jobs, changes in family life and child care, etc.
6. Helping students analyze their own attitudes and biases concerning traditional and nontraditional workers in various occupations. Students need to have non-sexist attitudes regarding themselves, others, and the world of work. It is not enough to simply provide information and realistic knowledge. There is a need for additional awareness as to how this knowledge relates to individual perceptions of occupational sex-role stereotyping and career decisions. Specific areas where a change of attitude is needed include increased self-confidence and motivation, an expanded awareness of career options, and an increased awareness that family and work roles can be shared.

A student should feel free and secure to examine all possible career opportunities in terms of his or her potential abilities and interests. Traditions in society, peer and family biases and pressures, and previous occupational trends for males and for females should not be major facts in one's career choice. Students should be helped to view male dominance or female dominance of an occupation in the context of historical fact and not in the context of a circumstance or condition affecting the choice of an occupation. They should be helped to recognize that the dominance of an occupation by one sex or another is a factor to be considered in occupational planning and preparation, but that the decision to pursue an occupation is based on a number of relevant factors.

Even if students prefer traditional occupational career choices, the probability is very high that they will be working with nontraditional workers on the job; therefore, both traditional and nontraditional students need to appreciate equal employment opportunities and to exhibit behavior which supports sex fair vocational education and sex fair occupational employment.

7. Making students aware of barriers in nontraditional occupations and of ways to overcome or adjust to these barriers. If students have information concerning potential problems, then they are more capable of reducing apprehensions that they might otherwise have. For example, potential job-related barriers or problems which may concern students considering nontraditional fields might include such things as the following:

a. Sense of isolation on a job--because you are the only woman or the only man on the job.

b. Absence of support from a supervisor--because of biased views of women in men's jobs or men in women's jobs.

c. Rejection or harassment by coworkers on the job.

Other potential problems and barriers are mentioned in Section III of this monograph.

8. Helping students develop/refine sex fair behavior in pursuing their occupational training and placement. When students realize that daily activities and interactions are going to be conducted on a sex fair basis, they begin to realize the commitment to the goal, to develop an understanding of the mandate, to adjust their behavior to reflect sex fair requirements, and to make subconscious permanent changes in their behavior and attitudes. Consistent and positive reinforcement of sex fair behavior and practices also serves as a role model of behavior which can be emulated by the students.

9. Developing support systems for nontraditional students. Because of the many problems and barriers which nontraditional students face, special support systems are needed to help them adjust to and survive in the learning environment. Also, nontraditional students usually have a fear of failure and occasional sex-role conflicts which are not experienced by traditional students. Therefore, planned periodic counseling sessions with school counselors and vocational teachers, peer counselors, periodic advising by role models, and other such techniques can be used to form a support system which will strengthen nontraditional students as they strive to achieve their occupational goals. Such support systems and

programs are now being offered by various unions, companies, and special interest groups in order to help them achieve their numbers in employment of nontraditional workers.

Placement. In addition to the recruitment and teaching/learning techniques for sex fair vocational education, vocational teachers can also play a critical role in placing nontraditional graduates in their chosen occupational fields. Federal and state legislation requires employers to consider all qualified applicants for a position and in some cases to hire a certain number of nontraditional workers. Nontraditional graduates must know what the laws say regarding equal opportunity employment, how to properly present themselves for a desired position, how to handle questions and situations which are discriminatory, and how to evaluate prospective nontraditional occupational situations in terms of potential problems, job satisfaction, and career advancement.

Frequent contact with employers, interactions with occupational committees, knowledge of equal employment legislation, and commitment to sex fair vocational education are key factors which contribute to the teacher's effectiveness in placing all students in full-time employment positions. Students must be prepared to job hunt in either traditional or nontraditional markets, to evaluate each interview experience as preparation for the next one, and to use a wide variety of resources in getting that first position. They must be taught how to approach that part of the placement process which involves orientation to the job and acceptance by coworkers/supervisors. Such training may involve interpersonal communication techniques, positive attitude development, objective/effective methods for dealing with barriers to sex fair employment policies and practices.

Many vocational programs are now offering support services for a one- or two-year period to nontraditional graduates to help them to adjust and to retain their positions. Many of these programs have been developed with federal and

state monies. Counseling concerning self-confidence, problems and barriers, etc., is provided on an individual basis or in small group sessions.

Network Liaison

Even though administrators are usually the primary change agents in the planned program for change, every person really serves to some extent as a change agent--working with several groups and people in both formal and informal programs. Vocational teachers interact not only with a wide variety of school personnel--administrators, staff, counselors, librarians--but also with colleagues across the state and the nation, with business/professional associates, community groups and leaders, personal friends, etc. These groups and individuals are all part of a natural network--complex strategy which connects them in such a way that they exchange information and resources to solve problems and implement change.

Network building is very natural to vocational educators; however, that system of problem solving and change implementation can be intentionally used to communicate about, to identify problems in, and to suggest definite change for particular goals and objectives. The overall goal of providing sex fair vocational education is an ideal goal to rely to some extent upon a network system. And, the vocational teacher is a natural liaison between various components of the system by nature of the variety and number of contacts.

There are a variety of ways in which a vocational teacher can serve as a liaison in a network system for achievement of sex fair vocational education. Personal contact, a telephone call, small group meetings to the more sophisticated consultation and technical assistance to name only a few. In order to be an effective liaison in these contacts, certain knowledges and skills are necessary. For example, from a personal knowledge standpoint, one must have the following skills:

1. Awareness of one's own attitudes and feelings concerning sex roles, stereotyping, discrimination.
2. Current facts about sex discrimination in education, in the labor market, and in society in general.
3. Ability to solve problems within restraints of various systems. Those people who undertake to bring about changes are often discouraged by the high degree of resistance to change that they find among individuals with whom they are attempting to work. They become very discouraged by inflexible bureaucracies whose complex procedures often stop action while providing the appearance of purposeful activity. Tapping into a national network or coalition may provide sufficient power and resources to deal with such work effectively within the bureaucracy. In spite of the potential power of such united efforts towards change, it can never replace the initiated change at the grass roots or community level where genuine interpersonal communication is possible.

One of the most important skills in the networking process is being able to identify and use the human, print, and nonprint resources available to us.

Human Resource Systems

Office of Education
National Center for Education Statistics
Resource Center on Sex Roles in Education
American Council on Education
Research and Development Centers in Academic Institutions

Print Resources

Libraries, information services, and clearing houses
Educational Information Center in Kentucky State Department of Education

Nonprint Resources

Educational Resources Information Exchange (ERIC)
Educational Products Information Exchange (EPIE)
National Audiovisual Center
National Information Center for Educational Media (NICEM)
National Instructional Materials Information System (NIMIS)
Women's Educational Equity Communications Network (WEECN)
Labor Education Advisory program (LEAP) sponsored by National Urban League

Networks develop naturally, and it is important for vocational teachers to make use of them in achieving the goal for sex fair vocational education. Serving as a liaison in working toward this goal can become an effective exchange for mutual benefit. The positive benefits of this spirit of collaboration are limitless and have the potential for nurturing mandated goals of equity.

TEACHER STRATEGIES FOR SEX FAIR VOCATIONAL EDUCATION

To achieve sex fair vocational education, teachers have to be committed to the goal! Accepting this task of accomplishing the far-reaching social changes implied and demanded by Title IX and Title II legislation can be overwhelming. This is particularly true for vocational teachers who are already overwhelmed with the task of keeping up to date with technological and informational changes in their particular occupations. Therefore, skill, creativity, team work, and persistent energy are essential to effect the needed changes.

In the following pages of this section, specific strategies and techniques are suggested to help teachers in their efforts to promote sex equity in their vocational programs and courses. The suggestions, strategies, and techniques are presented in a listing format in order to save reading time and in order to make it easier to use the content as a reference tool in work with other educational personnel. Specifically, this section presents the following:

1. Departmental Survey
2. Recruitment Techniques
3. Teaching/Learning Strategies
4. Checklist for Material Evaluation
5. Problem Situation Strategies
6. Teacher Action Plan

DEPARTMENTAL SURVEY CONCERNING SEX FAIR VOCATIONAL EDUCATION

Chairperson for Survey _____ Date _____

School _____ Department _____

	No. of Males	No. of Females
I. Faculty Representation		
(List programs or courses and the number of females and males with primary responsibility for that program/course)		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
II. Course Enrollments		
(List each course with current male and female enrollments)		
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
III. Graduation Information		
(List the number of male and female graduates from the department for each of the five years)		
1975-76	_____	_____
1976-77	_____	_____
1977-78	_____	_____

	No. of Males	No. of Females
1978-79	_____	_____
1979-80	_____	_____

IV. Placement

(List the number of students placed in nontraditional jobs after graduation--girls in mechanics or men as secretaries, for example)

1975-76	_____	_____
1976-77	_____	_____
1977-78	_____	_____
1978-79	_____	_____
1979-80	_____	_____

	Yes	No
V. Facilities		
1. Are ALL restroom facilities for male and/or female students and/or faculty?	_____	_____

Exceptions: _____

_____

2. Design of physical facilities represent people--not either male or female dominance.

(List each course and evaluate design of classroom)

a. _____	_____	_____
b. _____	_____	_____
c. _____	_____	_____
d. _____	_____	_____
e. _____	_____	_____
f. _____	_____	_____
g. _____	_____	_____

	Yes	No
3. Are adequate facilities, maintenance and equipment provided so that both sexes have equal opportunity to participate?		
(List each room used by department and check adequacy of facilities, equipment, and maintenance)		
a. Room _____	_____	_____
b. Room _____	_____	_____
c. Room _____	_____	_____
d. Room _____	_____	_____
e. Room _____	_____	_____
f. Room _____	_____	_____
g. Room _____	_____	_____

VI. Occupational Awareness

1. Posters, bulletin boards, brochures are sex fair in language content and in male/female representation in pictures.	_____	_____
Exceptions: _____		
_____		
2. All occupational brochures are distributed to ALL students?	_____	_____
Exceptions: _____		
_____		
_____		
3. School newspaper includes articles on nontraditional students and on nontraditional workers?	_____	_____
4. Nontraditional role models are used as resource people in the instructional setting?	_____	_____
(List person and course/event in which person was used)		
_____		
_____		

	Yes	No
_____		
_____		
_____		
_____		
_____		
5. Nontraditional role models serve on advisory committees.	_____	_____
Exceptions: _____		
_____		
_____		
6. Introductory elective vocational courses are offered for pre-vocational high school students to provide them with career options.	_____	_____
(List courses below)		
_____		
_____		
_____		
_____		
7. All program handbooks give potential salaries and job opportunities.	_____	_____
Exceptions: _____ _____		
_____		
_____		
8. Exploration programs and information are offered at the junior and elementary school levels to develop career awareness for all students concerning the occupations in your program.	_____	_____
9. Both traditional and nontraditional role models are used in career fairs, career days, etc.	_____	_____
10. Job site visitation programs have expanded involvement of the nontraditional person in the occupational courses of the department.	_____	_____

	Yes	No
11. Library materials concerning sex equity in the labor market and sex fair vocational education in your occupational area are displayed and available to ALL students.	_____	_____

VII. Counseling

1. A sex fair vocational handbook is provided for this program to acquaint all high school students with job opportunities, salaries, skills, problems, etc.	_____	_____
2. Information programs are provided at junior high level to encourage student awareness of nontraditional opportunities.	_____	_____
3. Visits to vocational class facilities are provided at junior high level to all students.	_____	_____
4. Student organizations have been advised concerning nontraditional opportunities and problems.	_____	_____

Exceptions: _____

_____

5. Vocational aptitude tests are sex fair.		
(List frequently given tests and evaluate content)		
_____	_____	_____
_____	_____	_____
_____	_____	_____
6. Counseling support programs or services are provided for nontraditional students.	_____	_____

(List each program or service and indicate whether it is provided only when requested or as a regularly scheduled--weekly, monthly, quarterly--service)

Program or Service	Regularly Scheduled	Individually Requested
_____	_____	_____
_____	_____	_____
_____	_____	_____

Program or Service	Regularly Scheduled	Individually Requested

	Yes	No
7. All students in the program have received written and oral information concerning the topics of sex fair vocational education and sex equity legislation relating to the occupational field.		
Exceptions:		
8. A Title IX Grievance Procedure has been given to each student in the program.		
9. Surveys have been conducted concerning student attitudes toward males and females in non-traditional career programs.		
10. Tests used in determining eligibility for admission to the program are sex fair in content, scoring, interpretation to student.		
Exceptions:		
11. Materials are received from groups developing non-sexist and nonracist work awareness and testing materials.		
VIII. Curriculum and Instruction		
1. The curriculum guide is sex fair.		
2. Every course description is sex fair in statement and in requirement.		
Exceptions:		

	Yes	No
3. Written evaluation sheets have been used to review sex fairness of content and illustrations in ALL book and media materials.	_____	_____

Exceptions (List each resource that has not been evaluated and the class in which it is used).

Resource	Course
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. The department has written guidelines for sex fair instructional techniques.	_____	_____

5. Every person in the department has had in-service education concerning sex fair vocational education.

Person	Sex Bias		Sex Role Stereotyping		Sex Equity Laws	
	Yes	No	Yes	No	Yes	No
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

6. A person from the department is appointed to a committee for leadership to foster and support sex equity efforts.	_____	_____
7. Every teacher in the program and every counselor representing the program to students has written guidelines concerning sex fair educational materials.	_____	_____
8. Up-to-date affirmative action information is regularly distributed to teachers.	_____	_____

	Yes	No
9. Every teacher has received a policy directive issued on the implications of the Educational Amendments Act and the need to overcome bias and stereotyping.	_____	_____
10. Basic readings on sex role stereotyping are available to the teachers and students in the program.	_____	_____

IV. Advisory Support	Male	Female
1. Both males and females are equally represented on all advisory committees.		
(List each occupational advisory committee and identify its M/F composition)		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

	Yes	No
2. Every advisory committee has been given verbal and written information about sex fair vocational education and goals.	_____	_____
Exceptions: _____		
_____		
_____		
3. Nontraditional workers are brought into classes to work directly with students.	_____	_____
(List classes which have used nontraditional workers in the instructional setting during the year)		
_____		
_____		
_____		
_____	_____	

	Yes	No
4. Counselors assist parents and teachers in guidance for nontraditional students.	_____	_____
5. Outside resources--trade unions, women's groups, former students, parents and employers--provide traditional and non-traditional occupational information.	_____	_____

Unions		Prof. Groups		Former Students		Parents		Employers	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

X. Community Involvement

1. PTA groups have been given orientation information concerning departmental sex fair vocational educational goals.	_____	_____
2. The department has held career orientation sessions for parents' focus on equal access to careers.	_____	_____
3. Members from our department participate in a Speaker's Bureau which provides speakers for student, parent, educational, personnel, and community groups concerning laws and goals for sex fair vocational education.	_____	_____

RECRUITMENT

Specific activities for the recruitment of nontraditional students might include some of the following:

Item	Suggested Activity
1	Educate parents and community members about the need to remove barriers to nontraditional occupations: open house parent meetings addresses to community groups mass media exposure AV presentations informational brochures
2	Share career information with counselors to make them aware of job opportunities for both sexes.
3	Publicize nontraditional career options: design sex fair vocational brochures arrange tours of classrooms conduct a career fair use bulletin boards to inform students about jobs use auditorium programs to emphasize nontraditional opportunities
4	Review clubs, interschool organizations to be sure that membership criteria are sex fair.
5	Encourage development of career resource center--center which contains a range of self-instructional counseling resources such as filmstrips, interest inventories, vertical files containing occupational information, reference materials and games.
6	Organize guided consciousness-raising groups to help students gain knowledge, set career/life goals, overcome occupational sex role stereotyping.
7	Offer special elective courses in the department to attract nontraditional students.
8	Provide tours of the classroom facilities and of industries to convey advantages and disadvantages of various occupations.
9	Assist student organizations in designing and implementing an awareness training workshop concerning sex fair vocational training and employment.
10	Share information about job trends and needs for nontraditional workers with school counselors/administrators/vocational faculty and with students.
11	Provide big sisters and big brothers to new students in nontraditional programs.

Item	Suggested Activity
12	Change course titles and descriptions to encourage participation of both males and females.
13	Publicize student success in nontraditional classes: school newspaper city/county newspapers State Department of Education publications
14	Publicize teacher efforts to recruit, train and place nontraditional students. school newspaper city/county newspapers national professional publications State Department of Education publications
15	Use guest lectures by individuals who are nontraditional workers.
16	Prepare simulated job experience programs/courses/situations to give students experience in nontraditional roles.
17	Include nontraditional workers on advisory committees.
18	Recruit and hire nontraditional faculty for your department.
19	Prepare occupational information sheets which junior high school teachers and students can use to learn about sex fair career opportunities in your particular occupational area.
20	Prepare and distribute a formal report concerning the status of sex fair vocational education in your department and in your occupational field. Formal reports could be distributed to the school administration, to students and parents, to employers and community groups.
21	Encourage and set up communication channels for representative traditional and nontraditional students from the program to present either formal or informal presentations to junior high students.
22	Prepare and present a school assembly program on equal opportunity occupational training and employment.

TEACHING/LEARNING STRATEGIES

Goal	Strategy
To use biased materials in a nonbiased way.	1. At the beginning of the school year or term, devote one or more classes to an analysis of the textbook. 2. As resource materials are used, point out and discuss such language factors as the following: a. masculine generic terms. b. masculine pronouns which theoretically represent both males and females. c. gender nouns that denote occupations--businessman, salesman, repairman, etc. d. inconsistencies in the language of materials--"Both men and women will find excellent job opportunities in the secretarial field. The secretary. . . she . . ." e. disparaging words which negatively affect student role perceptions--cute secretary, attractive nurse. f. stereotyped occupational roles--only males as boss, only females as secretaries or clerks. Discuss physical and mental requirements which would limit either sex from having a certain occupation. g. statements that tie vocational choice to social roles. h. personal traits which are sex linked. For example, do the case studies show women being more vain and emotional or less assertive, strong or competent than men? i. representation of men in both primary roles and women in secondary occupational roles. 3. Consider a lesson or unit on "Do Words Make A Difference." Have students study the difference between negative, demeaning, and neutral language and find examples in the resource materials. 4. Ask students to bring pictures of males and females in expanded roles which might be used as illustrations in the text material. Such pictures could be used on the bulletin boards. 5. Have students analyze trade journals and other materials ordinarily used in the class for the purpose of eliminating biased and stereotyped language and illustrations. 6. Encourage students to write textbook and other publishers explaining how they have analyzed their materials and what they found.

Goal	Strategy
To create student awareness of sex bias.	1. Prepare a list of human characteristics. Write each one on a separate piece of paper. Place the papers in a "Personality Sack" and let each student draw a characteristic. The student should act out the characteristic, and the class will identify the characteristic as male or female. Then discuss why the characteristic was classified that way. 2. Prepare a list of issues related to sex roles in a particular occupational area. Assign to students pro, con, or neutral positions for each issue. Have students debate issues as assigned. 3. Use two filmstrips concerning the same occupational topic--one out of date and one which is very current. Discuss changing roles depicted in the two films. 4. Ask students to list jobs as "male" and "female;" discuss whether each job could be done well by a woman or by a man. 5. Have students bring in Dear Abby and Ann Landers columns dealing with male and female behavior, sex roles, and relations. Have students write nonsexist responses. 6. Have students observe and discuss how teachers stereotyped students; e.g., boys carry boxes, are supposed to be good at math, are good athletes; girls decorate bulletin boards, write neater papers. How do students react to this stereotyping? To what degree do students accept and/or encourage this stereotyping? 7. Have students list as many job titles as they can think of. How many titles have the implied sex of the job holder (repairman)? Develop nonsexist titles--and use them. 8. Hold a contest for the "Sexist Ad of the Year" with each student bringing an entry and the class voting on the winner. 9. Collect and share correspondence received to illustrate sexist and nonsexist terminology. Assign rewriting/retyping of sexist letters into nonsexist language--and use them on the bulletin boards. 10. Have students search out people in magazines and TV shows who depart from traditional sex roles.

Goal	Strategy
How to use sex fair teaching techniques.	1. Create bulletin board displays and posters showing nontraditional workers in your particular occupational field. 2. Have students use evaluation sheets concerning sex equity when they design and put up bulletin boards or exhibits. 3. Collect illustrations which show nontraditional role models. 4. Have students participate in a panel discussion concerning barriers to and problems in entering and training in sex fair vocational education. 5. Evaluate student papers for sex bias and stereotyping. 6. Have students redesign charts, bulletins, and other materials that are sex biased. 7. Organize an occupations fair with student-developed posters designed to attract nontraditional students into exploring your particular occupational area. 8. Research field trips carefully to be sure that workers are a mix of male, females and/or minority groups working together and succeeding in the occupation. 9. Train students to edit materials for sexist terms. 10. Provide a copy of DOT for class use (Dictionary of Occupational Titles). 11. Integrate group discussions, class seatings, project work for equal representation of males/females. 12. Practice using gender-free terms--students, pupils, assistants, class. 13. Assign writing skits on small group basis--several people portraying people in nontraditional roles and several in traditional roles--with suggested themes. 14. Outline techniques for students to use in coping with sexist interviews. 15. Teach telephone skills which emphasize nonsexist behavior and language. 16. Assign leadership and clean-up classroom tasks equitably to female and to male students.

Goal	Strategy
	17. Develop case studies or role play situations dealing with work adjustment, human relations, and communication--cast characters in both traditional and nontraditional roles. 18. Organize an occupational treasure hunt which enables students to meet nontraditional people in your occupational area. Solicit cooperation of the community prior to this activity. 19. Have students write reports and short papers about nontraditional occupational leaders/workers. 20. Present students with fact sheets about future well-paying openings in nontraditional occupations. 21. Encourage students to give you feedback (anonymous or otherwise) concerning any sex discrimination, stereotyping, or bias which they may feel exists in the classroom. 22. Keep a camera ready in the instructional setting. Sex equity is often photogenic and pictures can be used on bulletin boards, in articles, etc.

CHECKLIST FOR MATERIALS EVALUATION

ITEM	YES	NO	NA
Language:			
1. Is the generic HE used to include both males/ females when sex is unspecified?			
2. Is the generic SHE used where the antecedent is stereotyped as female?			
3. Is a universal male term used when the word is meant to include both sexes--mankind?			
4. When referring to both sexes, does the male term consistently preceed the female--he, she; men and women?			
5. Are occupational titles used with men as the suffix--chairman?			
6. When a woman or man holds a nontraditional job, is there unnecessary focus on the person's sex--woman president, male typist?			
7. Are non-parallel terms used in referring to males and females--Mr. Jones and his secretary Ellen?			
8. Are the words "women" and "female" replaced by demeaning synonyms--girls, fair sex, ladies?			
9. Are women described in terms of their appearance or marital status while men are described in terms of their accomplishments or titles--Senator Kennedy?			
10. Are women identified by their husband's names-- Mrs. F.D. Roosevelt?			
11. Are women presented as either dependent or subordinate to men--John took his wife on a . . . . ?			
12. Does the material use sex fair language initially and then slip into use of the generic he?			
13. Is the issue of sexual equality diminished by lumping the problems of women with those of minorities--". . .equal attention will be given to the rights of the handicapped, blacks, and women."?			

ITEM	YES	NO	NA
Roles:			
14. Are occupations presented as appropriate to qualified persons of either sex?			
15. Are certain jobs automatically associated with women and others associated with men--personnel manager, female; director of marketing, male?			
16. Are housekeeping and family responsibilities still a prime consideration for only females in choosing and maintaining a career--flexible hours, proximity to home?			
17. Is it assumed that the boss, executive, professional, etc., will be male and the assistant, helpmate, "gal Friday," will be female?			
18. In addition to professional responsibilities, is it assumed that women will also have housekeeping tasks at their place of business?			
19. Is tokenism apparent--an occasional reference to women or men in nontraditional jobs while the greatest portion of the material remains job stereotyped?			
20. Are men and women portrayed as having sex-linked personality traits that influence their working abilities--the female bookkeeper's loving attention to detail?			
21. Are only females shown as passive and inept?			
22. Are only females shown as lacking a desire to assume responsibility?			
23. Are only females presented as gossips?			
24. Are only women shown as vain and especially concerned about their appearance?			
25. Are only females presented as fearful and in need of protection--she should not walk home alone?			
26. Are only males shown as capable, aggressive, and always in charge?			
27. Do only males consistently display self-control and restraint?			

ITEM	YES	NO	NA
28. Are opportunities overlooked to present a range of emotional traits for females and for males?			
29. Are women assigned the traditional roles of males as breadwinners and females as caretakers of home and children?			
30. Is a woman's marital status stated when it is irrelevant and when the same information about the man is not available?			
31. If a couple work together in a business, is it assumed that SHE will assist HIM?			
32. Is information included about family relationships which is not relevant to the tasks--"Jane Dawson, mother of four, is the new supervisor."?			
33. Are both men and women shown in nontraditional occupations?			
34. In historical and biographical references, are women adequately acknowledged for their achievements?			
35. Are quotes and anecdotes from women in history used as frequently as those from men?			
36. Is there acknowledgement of the limitations placed on women in the past--women could not put their names on literature, inventions, etc?			
37. When a historical sexist situation is cited, is it qualified when appropriate as past history no longer accepted?			
Physical Appearance			
38. Are females described in terms of their physical appearance and men in terms of accomplishment or character?			
39. Is grooming advice focused only on females and presented as a factor in being hired?			
40. Is a smiling face considered advisable only for a woman in many occupations?			
41. Are only men presented or described in terms of accomplishment or character rather than in appearance?			

ITEM	YES	NO	NA
42. Are only men presented as rarely concerned with clothing and hairstyle?			
43. Are men shown as taller and more vigorous and women as smaller and more fragile?			
44. Are men presented as dextrous and at ease with tools and machines and baffled when confronted with a filing cabinet?			
Audio Visual Materials			
46. Are only male voices used consistently to narrate audio materials?			
47. Are female voices used only when dealing with traditionally female occupations?			
48. Do illustrations of males outnumber those of females?			
49. Do the illustrations represent mainly young, attractive, and preferred-body types both in composite pictures as well as in the body of the materials?			
50. Is the text consistent with the illustrations--sex fair content with sexist graphics?			
51. Are women and men commonly drawn in stereotyped body postures and sizes with females shown as consistently smaller, over-shadowed or shown as background figures?			
52. Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males?			
53. Are women frequently illustrated as the cliche dumb broad?			
54. Are bosses, executives and leaders pictured as males?			
55. Is only an occasional token woman pictured as a leader or as serving in a nonstereotyped role?			

STUDENT PROBLEMS AND RIGHTS

Barriers/Problems		Strategies
Internal	Fear of failure Low vocational expectations Low self esteem Low level of confidence Vocational immaturity Sex-role conflict Traditional concepts of femininity and masculinity Fear of success Lack of math/science orientation	1. Structure learning activities so that student "tastes" success with frequency. 2. Provide facts concerning nontraditional workers and opportunities. 3. Use role models to overcome traditional concepts and to promote higher expectations. 4. Include facts in instruction which refute myths--women poor in math, etc. 5. Work with parents to serve as role models, to orient and influence students in sex/work role concepts. 6. Have counselors work with students on femininity and on masculinity concepts.
School	Sex biased counselors/teachers and administrators Sex discriminatory facilities Sex biased counseling and instructional materials Isolation in classroom Lack of teacher support Rejection by classmates Disruption of class	1. Attend inservice programs to achieve sex fair behavior. 2. Change facilities to reflect sex fair vocational education. Have students evaluate facilities for another perspective of the learning environment. 3. Give counselors facts about nontraditional employment needs. 4. Team up with a counselor to work with students, to write short case studies, to develop skits, etc. to achieve sex fair vocational recruitment, training, and placement. 5. Plan class activities so that traditional and nontraditional students work together.

Barriers/Problems		Strategies
School		6. Set up on-site visits in the occupational environment to reinforce necessity of traditional/nontraditional workers getting along. 7. Avoid overprotection or emphasis upon nontraditional students participation in program. 8. Use biased materials in a non-biased way. 9. Provide students with information to protect their rights. Give them written procedures for steps to take as a reaction to some form of discrimination. a. Talk with teacher/counselor b. Talk with administrator c. Contact Title IX Coordinator for your school d. File a written grievance according to guidelines in grievance procedures e. File a complaint with the Federal agency-- Office for Civil Rights Department of HEW 330 Independence Avenue, SW Washington, DC 20201 or (Kentucky's regional office) f. Contact State Bureau of Vocational Education--Coordinator of Equal Education Opportunities Unit
Employment	Misconceptions of men's jobs Inappropriate job environment Need for special facilities Lack of confidence in work ability Myths concerning high absenteeism and attrition	1. Identify in verbal and written content potential employment problems for nontraditional workers. 2. Use short case studies and role playing to promote interpersonal communication techniques concerning sex fair policies and procedures.

Barriers/Problems		Strategies
Employment	Overprotection--well intentioned interference Difficult advancement--result of not being included in informal/formal networks Employer resentment Lack of employer support Lack of coworker support Sense of isolation Lack of sponsorship Harassment/rejection by employer and/or coworkers Sexual provocation and related problems	3. Share facts which refute myths concerning nontraditional workers. 4. Give students written guidelines concerning sources of help if they have any questions concerning discrimination guidelines from ·Equal Employment Opportunities Commission ·The Kentucky Civil Rights Commission ·The Wage and Hour Division of the U. S. Department of Labor

TEACHER ACTION PLAN

GOAL: To provide sex fair vocational recruitment, training and placement particularly in my occupational area.

DIRECTIONS: Using the following simplified planning outline, develop an action plan which would be realistic for you to do in your situation and one to which you're willing to commit yourself.

1. What objective(s) would you set for yourself for achieving sex equity within your department and/or school?

	Objective(s)	Target Achievement Date
a.	_____	_____
	_____	_____
b.	_____	_____
	_____	_____
c.	_____	_____
	_____	_____

2. What work activities are appropriate to achieve this objective?

Objective	Activities	Target Achievement Date
a.	1. _____	_____
	_____	_____
	2. _____	_____
	_____	_____
	3. _____	_____
	_____	_____
b.	1. _____	_____
	_____	_____
	2. _____	_____
	_____	_____
	3. _____	_____

Objectives	Activities	Target Achievement Date
c.	1. _____	_____
	_____	_____
	2. _____	_____
	_____	_____
	3. _____	_____
	_____	_____

3. What are the cost items and the approximate expense involved in each work activity?

Item	Cost	Budget Source
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. What chronological steps do I need to take to complete the work activities to achieve my objectives?

Steps	Activities
1.	_____
	_____
	_____
2.	_____
	_____
	_____
3.	_____
	_____
	_____
4.	_____
	_____

Steps	Activities
5.	
6.	
7.	
8.	

5. What end products and actions will result from completion of activities?

End Product/Action	Use

SUMMARIES OF LEGISLATION

To provide quality vocational education, all educators have to be familiar with employment legislation--to monitor the implementation of laws prohibiting sex discrimination in hiring, firing, and promotion procedures in their schools and in the overall job market where their students are hired. They must also be concerned with the ways in which equal opportunity legislation affects vocational education students--to provide sex fair vocational recruitment, training, and placement.

The following discussion presents brief summaries of legislation concerning sex fair employment and sex fair vocational education. As you read the material, please notice that the laws really apply to all people, both men and women of various ethnic, racial and religious backgrounds--not just women.

Equal Pay Act of 1963. This act, the first piece of federal legislation forbidding sex discrimination in employment, is an extension of the Fair Labor Standards Act. It was designed to prevent discrimination because of sex in the payment of wages. Until 1972, most persons in education were exempt as were executives, administrators, and professional employees and outside sales personnel. The act essentially provides for equal pay for equal work; however, the definition of equal work is left with the courts. This act and the following four legislative discussions are summarized in Table VII.

Title VII of the Civil Rights Act of 1964. This act makes it illegal for private employers, labor unions, employment agencies, state and local governments and employees of educational institutions to discriminate on the basis of race, color, religion, sex or national origin. It is unlawful to discriminate in:

- recruitment, hiring, firing, layoff, recall
- wages, conditions or privileges of employment
- classification, assignment or promotion
- use of facilities
- apprenticeship training or retraining
- sick leave time and pay
- overtime work and pay
- insurance coverage
- retirement privileges
- printing, publishing, or circulating advertisement relating to employment
- promotion opportunities
- application or referral procedures

TABLE VII

LEGISLATION FOR SEX EQUITY

	Equal Pay Act of 1963 as amended by the Education Amendments of 1972	Civil Rights Act of 1964 Title VII, as amended by the Equal Opportunity Act of 1972	Executive Order 11246 as amended by Executive Order 11375 (1967) and Revised Order No. 4 (1971)	Education Amendments of 1972, Title IX	Public Health Service Act, Title VII and Title VIII (1971)
WHAT IS PROHIBITED?	Discrimination in salaries on basis of sex	Discrimination in employment (including hiring or firing, wages, seniority rights, classifying, assigning or promoting employees, training or retraining, job advertising, insurance coverage and benefits, and labor union membership) on basis of race, color, religion, national origin, or sex	Discrimination in any aspect of employment (see Civil Rights Act) on basis of race, color, religion, national origin, or sex	Discrimination in employment, admissions and treatment in all educational institutions receiving federal funds, grants, loans, or contracts, on basis of sex	Discrimination in admissions and employment practices at educational institutions receiving grants, loan guarantees, interest subsidies or contracts available under Titles VII and VIII of the Public Health Service Act
WHO IS PROTECTED?	All employees of educational institutions, public and private organizations, and most businesses	All employees of establishments of 15 or more persons (including labor unions, state and local governments, and educational institutions)	All employees of federal contractors and subcontractors, and federally assisted construction projects which have federal contracts over $10,000. Contractors with over $50,000 in federal contracts must file affirmative action programs	All employees and students	All students and most employees
WHO IS EXEMPTED FROM COVERAGE?	Certain public employees and employers in small retail and service establishments	Some religious institutions may apply religious restrictions only	None	Certain religious institutions and and military schools	None
WHO ENFORCES PROVISION?	Wage and Hour Division of Employment Standards Administration of Department of Labor	Equal Employment Opportunity Commission (EEOC)	Office of Federal Contract Compliance (OFCC). OFCC designates the Department of Health, Education, and Welfare as compliance agency for all contracts to educational institutions	Office for Civil Rights of Department of Health, Education, and Welfare	Office for Civil Rights of Department of Health, Education, and Welfare
HOW IS A COMPLAINT MADE?	By letter, telephone, or in person at nearest Wage and Hour Division Office	By sworn complaint on EEOC form	By letter to OFCC or Secretary of the Department of Health, Education, and Welfare	Not specified. A letter to the Secretary of the Department of Health, Education, and Welfare is acceptable	Not specified. A letter to the Secretary of the Department of Health, Education, and Welfare is acceptable

Executive Order 11246. This order prohibits employment discrimination based on sex, as well as on race, color, religion, or national origin, by federal contractors or subconstractors. The order covers employers with a federal contract of more than $10,000 and does not exempt specific kinds of employment or employees. Unlawful practices include discrimination in recruiting or recruitment advertising; hiring, upgrading, demotion or transfer; layoff or termination; rates of pay or other compensation; and selection for training, including apprenticeship. Regulations have been ordered which require hiring women in all construction craft jobs--3.1% of the work crews in each craft by 1979, 5% by 1980, and 6.9% by 1981. Companies and unions which run federally registered apprenticeship programs in these crafts have to enroll women at the rate equal to half their percentage of the general work force in any area--about 20% for most entering classes.

Revised Order No. 4. This order requires contractors with 50 or more employees and a contract of $50,000 or more to take affirmative action in the employment of minorities in job categories where they have been underutilized. The order requires similar goals and timetables for women as well as minorities. In brief, the order requires affirmative action programs to have the following: (1) A self-analysis of deficiencies in compliance, (2) corrective action to remedy deficiencies, (3) goals and timetables where numbers/percentages are relevant to correct situation, (4) development or reaffirmation of an equal opportunity policy, (5) dissemination of policy throughout community, (6) report system to measure program effectiveness, and (7) a procedure for getting support from local groups to improve employment opportunities for minorities and women.

Titles VII and VIII of the Public Health Services Act. These titles forbid schools and training programs in the health profession from discriminating against students on the basis of sex. The only schools and training programs affected

are those receiving financial assistance under the Public Health Services Act. Teachers and employers who work with students covered by this Act are also covered.

Title VII of the Civil Rights Act of 1964. As amended by the Equal Employment Opportunity Act of 1972, this title prohibits discrimination in the employment of personnel on the basis of race, color, religion, national origin, or sex. All institutions or agencies with 15 or more employees including State and local governments and labor organizations are covered under the Act. Title VII prohibits discriminatory practices in most terms and conditions of employment.

Equal Pay Act of 1963, Amended by the Education Amendments of 1972. This amendment prohibits sex discrimination in salaries and fringe benefits. It covers all employees of educational institutions--professional, executive, and administrative positions.

Title IX of the 1972 Education Admendments Act. Title IX prohibits sex discrimination in all federally assisted education programs. Specifically, discrimination is forbidden in employment practices and policies concerning access to employment, hiring and promotion, compensation, and job assignments. Title IX is enforced by the Wage and Hour Division of the Employment Standards Administration of the Department of Labor. Reviews can be conducted without prior complaint, and the complaint procedures are very informal. The Wage and Hour Division will investigate an establishment on the basis of a letter or even a telephone call, and it does not reveal the name of the complainant to the employer unless permission is given by the complainant.

Title IX also forbids discrimination on the basis of sex in virtually all areas of student life-- admissions, course offerings, activities, financial aid, health financial assistance, dress, conduct, marital and parental status, provision services, sports, testing, differential rules and regulations of school

facilities, counseling programs and techniques, etc. If a particular class or course of study has a substantially disproportionate number of individuals of one sex, the school must take action to assure that this disproportion is not the result of sex discrimination--by either administrators, teachers, or counselors. Nothing in this regulation requires or prohibits the use of particular textbooks or curricular materials.

Also under the provisions of Title IX, every state is required to develop policy statements for Title IX compliance, to designate a state coordinator of compliance efforts, to develop a grievance procedure for handling discrimination complaints--complaints by employees and by students, and to complete a full self-evaluation.

Women's Educational Equity Act of 1974. Designed as part of the Education Amendments of 1974, this Act was passed to provide educational equity for women in the United States. Under this Act, the Commissioner is authorized to give grants to or to enter into contracts with agencies/organizations/individuals for activities designed to carry out the purposes of the law at all levels of education--preschool, elementary/secondary, higher education, and adult education. Activities included are the development/evaluation/dissemination of curricular, textbooks, and other materials concerning educational equity; preservice and inservice training for personnel with special emphasis on programs to provide educational equity; research and development activities designed to advance educational equity; guidance and counseling designed to assure educational equity, etc.

Nothing in this law prohibits men from participating in any programs or activities. The Act establishes in the U. S. Office of Education an Advisory Council on Women's Educational Programs composed of 17 people appointed by the President--by and with the advice and consent of the Senate. The Act is

administered by the Women's Program Staff, Office of the Commissioner, U. S. Office of Education.

Title II, Education Amendments of 1976. This law extends and revises the Vocational Education Act of 1963, the Higher Education Act of 1965, Title IX of the Education Amendments Act of 1972, and certain other federal education programs. The amendments are far reaching; therefore, only selected provisions impacting on national, state and local programs to help diminish the sex bias specifically in vocational education programs are outlined on the next page. Notice these points:

1. At the national level, the Commissioner of Education was required to conduct an investigation of the extent to which sex discrimination and stereotyping exists in all vocational education programs assisted under the Vocational Education Act. The Commissioner of Education, along with the National Center for Educational Statistics, must develop a national vocational education data reporting system--including school enrollments by race and sex. The Commissioner is authorized to use five percent of funds available under the authorization for state grants for contracts for various types of research and development of model programs, including those aimed at overcoming problems of sex stereotyping and bias in curriculum, guidance/testing materials, staff and teachers attitudes/behavior. And, women who are knowledgeable about sex discrimination problems in job hunting and employment are required to be appointed to National Advisory Councils and State Advisory Councils on Vocational Education.

2. At the state level, five-year and annual plans regarding use of federal funds must detail state policies/procedures to assure equal access to programs by women and men. States must designate some full-time personnel to assist the state board or vocational education agency in eliminating sex bias in programs. A minimum of $50,000 is to be spent for this purpose. Funds granted under the

TABLE VIII

FUNCTIONS TO INCREASE SEX FAIRNESS IN VOCATIONAL EDUCATION

Education Amendments of 1976, Title II, October 12, 1976 Sec. 104 (State Administration)	Rules and Regulations October 3, 1977 *Federal Register*
"(b) (1) Any State desiring to participate in the programs authorized by this Act shall also assign such full-time personnel as may be necessary to assist the State Board in fullfilling the purposes of this Act by--	104.75 Functions of full-time personnel. Personnel designated under 104.72 shall work full-time to:
"(A) taking such action as may be necessary to create awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs;	(a) Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the State Board in publicizing the public hearings on the State plan in accordance with 104.165 (a);
"(B) GATHERING, ANALYZING, AND DISSEMINATING DATA ON THE STATUS OF MEN AND WOMEN, STUDENTS AND EMPLOYEES IN THE VOCATIONAL EDUCATION PROGRAMS OF THAT STATE;	(b) GATHER, ANALYZE, AND DISSEMINATE DATA ON THE STATUS OF MEN AND WOMEN STUDENTS AND EMPLOYEES [Emphasis added] IN VOCATIONAL EDUCATION PROGRAMS OF THE STATE;
"(C) DEVELOPING AND SUPPORTING ACTIONS TO CORRECT ANY PROBLEMS BROUGHT TO THE ATTENTION OF SUCH PERSONNEL THROUGH ACTIVITIES CARRIED OUT UNDER CLAUSE (B) OF THIS SENTENCE;	(c) DEVELOP AND SUPPORT ACTIONS TO CORRECT PROBLEMS BROUGHT TO THE ATTENTION OF THIS PERSONNEL THROUGH ACTIVITIES CARRIED OUT UNDER PARAGRAPH (b) and 104.76, INCLUDING CREATING AWARENESS OF THE TITLE IX COMPLAINT PROCESS;
"(D) reviewing the distribution of grants by the State board to assure that the interests and needs of women are addressed in the projects assisted under this Act;	(d) Review the distribution of grants and contracts by the State board to assure that the interests and needs of women are addressed in all projects assisted under this Act;
"(E) reviewing all vocational education programs in the State for sex bias;	(e) Review all vocational education programs (including work-study programs, cooperative vocational education programs, apprenticeship programs, and the placement of students who have successfully completed vocational educational programs) in the State for sex bias;
"(F) MONITORING THE IMPLEMENTATION OF LAWS PROHIBITING SEX DISCRIMINATION IN ALL HIRING, FIRING, AND PROMOTION PROCEDURES WITHIN THE STATE RELATING TO VOCATIONAL EDUCATION;	(f) MONITOR THE IMPLEMENTATION OF LAWS PROHIBITING SEX DISCRIMINATION IN ALL HIRING, FIRING, AND PROMOTION PROCEDURES WITHIN THE STATE RELATING TO VOCATIONAL EDUCATION;
"(G) reviewing and submitting recommendations with respect to the overcoming of sex stereotyping and sex bias in vocational education programs for the annual program plan and report;	(g) Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the five-year State plan and its annual program plan prior to their submission to the Commissioner for approval.
"(H) assisting local educational agencies and other interested parties in the State in improving vocational education opportunities for women; and	(h) Assist local educational agencies and other interested parties in the State in improving vocational education opportunities for women; and
"(I) MAKING READILY AVAILABLE TO THE STATE BOARD, THE STATE AND NATIONAL ADVISORY COUNCILS ON VOCATIONAL EDUCATION, THE STATE COMMISSION ON THE STATUS OF WOMEN, THE COMMISSIONER, AND THE GENERAL PUBLIC, INFORMATION DEVELOPED PURSUANT TO THIS SUBSECTION.	(i) MAKE AVAILABLE TO THE STATE BOARD, THE STATE ADVISORY COUNCIL, THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION, THE STATE COMMISSION ON THE STATUS OF WOMEN, THE COMMISSIONER, AND THE GENERAL PUBLIC, INCLUDING INDIVIDUALS AND ORGANIZATIONS IN THE STATE CONCERNED ABOUT SEX BIAS IN VOCATIONAL EDUCATION, INFORMATION DEVELOPED UNDER THIS SECTION;
	(j) REVIEW THE SELF-EVALUATIONS REQUIRED BY TITLE IX; AND
"(2) From the funds appropriated to carry out subpart 2, each state shall reserve $50,000 in each fiscal year to carry out this subsection."	104.76 Studies to carry out functions. A State may use funds available under section 130 of the Act to support studies necessary to carry out the functions set forth in 104.75. [See first item above]
Definitions: (a) "Sex bias" means behaviors resulting from the assumption that one sex is superior to the other. (b) "Sex stereotyping" means attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex. (c) "Sex discrimination" means any action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex."	

state's basic block grant may be used to provide counseling and job placement services for women who enter nontraditional training programs. States must spend a minimum of twenty percent of available funds on guidance programs which may include vocational resource centers to assist individuals out of school, seeking second careers, or entering the job market late in life, and for guidance counselors on non-sexist counseling and changing work patterns of women.

States have discretion to use funds to develop non-sexist curriculum. Contracts may also be awarded to review and revise experimental curricula for sex role stereotyping. States may also use their block grants for vocational programs for adult women, to award research contracts for exemplary and innovative projects which give priority to overcoming sex stereotyping and bias in vocational education, for support services designed to enable teachers to meet the needs of individuals enrolled in nontraditional job training programs, and to develop curriculum materials which deal with equal opportunities laws, the changing career patterns of women and men.

3. Each vocational education institution is mandated to provide counseling and job placement services for nontraditional students. In each institutional setting, teaching strategies and resource materials have to reflect sex fair vocational education philosophies. Efforts must be made to reduce sex stereotyping--by educational personnel, students, parents, community, employers, etc. Guidance and testing materials have to be designed to overcome sex bias in programs. And, exemplary and innovative projects are to be developed to provide support for nontraditional students, to give priority to reducing sex stereotyping, to provide in-service training for teachers/staff in the elimination of sex bias in educational programs.

SOURCES FOR SEX EQUITY RESOURCE MATERIAL

The following resources can provide bibliographies concerning sex equity, summaries of legislative acts and orders, guidelines for promoting sex equity in vocational education, compliation of teaching strategies--activities and content information--to encourage sex equity in the classroom.

American Education Research Association
1126 16th Street, NW
Washington, DC 20036
202-223-9485

American Federation of Teachers
Human Rights & Community Relations
11 Dupont Circle, NW
Washington, DC 20036
202-737-4400

American Institute for Research
3301 New Mexico Avenue, NW
Washington, DC 20016
202-686-6800

American Vocational Association
1510 H Street, NW
Washington, DC 20056
202-737-3722

Education Commission of the States
Equal Rights for Women in Education Project
300 Lincoln Tower
1860 Lincoln Street
Denver, CO 80202
303-861-4917

National Advisory Council on Vocational Education
425 13 Street, NW, Suite 412
Washington, DC 20004

National Center for Career Education
University of Montana
P.O Box 7815
Missoula, MI 59801
406-243-5262

National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
614-486-3655

National Coalition for Sex Equity in Education (NCSEE)
P. O. Box 82
El Dorado Hills, CA 95630
916-322-7388

NEA Order Department
The Academic Building
Saw Mill Road
West Haven, CT 06516

National Foundation for the Improvement of Education (NFIE)
400 N Capital Street, Suite 379
Washington, DC 20001
202-833-5426

Office of Education
Department of Health, Education & Welfare
Title IV Civil Rights Act of 1964
400 Maryland Avenue, NW, Room 2001
Washington, DC 20202
202-245-8484

Project on Equal Education Rights (PEER)
National Organization for Women
1029 Vermont Avenue, NW, Suite 800
Washington, DC 20005
202-332-7337

Racism/Sexism Resource Center
Room 300, 1841 Broadway
New York, NY 10023

Resource Center on Sex Roles in Education
Council of Chief State School Offices
400 N Capitol Street, Suite 379
Washington, DC 20001
202-833-5426

Title IX Coordinator and/or Sex Equity Coordinator
Bureau of Vocational Education
Kentucky State Department of Education
Capitol Plaza Tower
Frankfort, KY

Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402

Women's Educational Equity Act Program
Health, Education and Welfare
Office of Education
400 Maryland Avenue, NW, Room 2147
Washington, DC 20202
202-245-2182

Women's Educational Equity Communications Network
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94101
415-565-3032

Women's Equity Action League
Educational and Legal Defense Fund
805 15th Street, NW, Suite 822
Washington, DC 20005
202-638-1961